DOCUMENT RESUME

ED 244 659 JC 840 239

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TITLE Center for Faculty and Program Excellence: Annual Report, 1982-1983.
INSTITUTION Moraine Valley Community Coll., Palos Hills, Ill.
PUB DATE [83]
NOTE 94p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Community Colleges; *Faculty Development; *Inservice Teacher Education; Program Descriptions; Program Evaluation; *Teacher Workshops; Two Year Colleges

ABSTRACT

This annual report provides an overview and evaluation of the activities of Moraine Valley Community College's Center for Faculty and Program Excellence for the 1982-83 academic year. The first section of the report provides information on the history, purpose, and administration of the center, which was established in 1982 to strengthen and advance full- and part-time faculty growth and effectiveness and meet a variety of faculty needs. Next, a list of programs designed for full- and part-time faculty is presented, noting activities in the areas of in-service programs, educational opportunities, grants, mini-grants, "Innovative Abstracts," visitations by the center director, the 1982 National Conference on Teaching Excellence, and professional association membership. After a statement of the center's budget expenditures, results of an evaluation conducted to determine the effectiveness and overall performance of the center are presented. Information is provided on whether the faculty considered specific events as worthwhile or not worthwhile, whether they felt the center director's communications were effective or not, and their overall performance rating of the center. Faculty comments in response to the survey are also included. The bulk of the report consists of appendices related to specific center events, courses, and activities and the center evaluation form. (HB)

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Moraine Valley Community College

Center for Faculty and Program Excellence

ANNUAL REPORT

1982 - 1983

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ANNUAL REPORT

1982-1983

(YEAR ENDING MAY 31, 1983)

CENTER FOR FACULTY AND

PROGRAM EXCELLENCE

SUBMITTED BY

DR. MARGARET LEHNER

DIRECTOR OF THE CENTER FOR

FACULTY AND PROGRAM EXCELLENCE

HISTORY

The college instituted the Center for Faculty and Program Excellence in August of 1982, to be responsible for two phases of Faculty Development: full-time faculty development and part-time faculty development.

INSTITUTIONAL PURPOSE

The major goal of the Center is to strengthen and to advance faculty growth and effectiveness in faculty service to Moraine Valley Community College. The Center is a faculty center which solicits and encourages active participation by the faculty and which seeks to meet a variety of faculty needs with dynamic programs and opportunities.

ORGANIZATION

The overall position of the Center for Faculty and Program Excellence appears in Figure 1. The Center is directed by Dr. Margaret Lehner who reports directly to the Vice President for Academic Affairs and who chairs a Board of Directors who serve in two capacities: 1) directing the Center and its activities and 2) serving on the Faculty Development Committee. In other words, the Board's primary responsibilities are to coordinate the activities of the three committees: the Full-Time Faculty Development Committee, the Part-Time Faculty Development Committee, and the Committee for Full-Time and Part-Time Faculty Evaluation and to develop programs for full-time faculty development.

COMMITTEE STRUCTURE

The Center for Faculty and Program Excellence

The director, Dr. Margaret Lehner, chairs a Board of Directors, members of which represent each of the subdivisions, the Learning Resource Center,

the counselors and the administration. Terms of service for the committee members rotate on a one-year or two-year cycle.

Members of the Board of Directors of the Center for Faculty and Program Excellence who also served on the Faculty Development Committee for the 1982-1983 academic year have been:

Chairperson	Dr. Margaret Lehner
Behavioral Science	Dr. Sharon Fritz
Business	John Gubbay
Communications and Humanities	Patricia McKeague
Counseling	Ernest Basile
Health Science and Public Service	Raymond Lehner
Industrial and Computer Technology	Robert Lewis Bernard Taheny
Learning Resources Center	Nancy Hessler
Math and Science	Lenette Staudinger
Administration	Rod Seaney

Two additional members of the Board have been Mary Rita Sullivan, Chairperson of the Committee for Full-Time and Part-Time Evaluation, and Dr. Richard Fritz, Chairperson during the Fall, 1982 semester of the Part-Time Faculty Development Committee. Dr. Margaret Lehner assumed the chair of the Part-Time Faculty Development Committee in January, 1983.

Faculty Development Committee

The Faculty Development Committee is composed of the Board of Directors of the Center for Faculty and Program Excellence as specified above.

Part-Time Faculty Development Committee

Dr. Margaret Lehner chairs the Part-Time Faculty Development Committee which is composed of three groups: 1) four full-time faculty members,

MORAINE VALLEY COMMUNITY COLLEGE

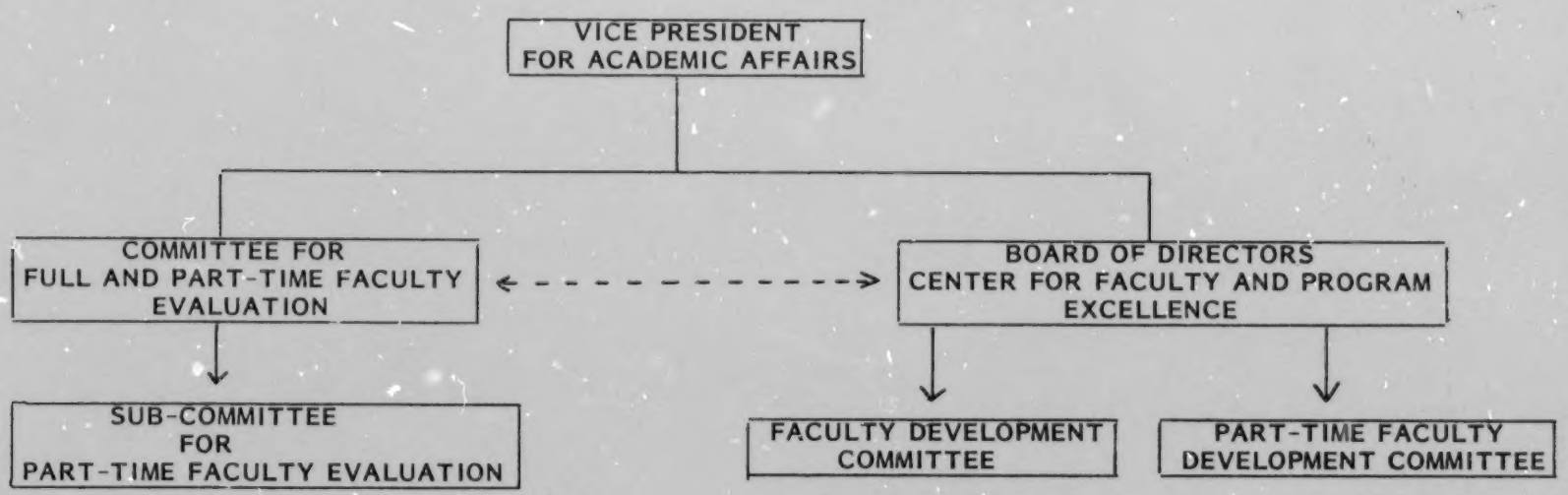


FIGURE 1

2) seven part-time faculty members, representing each subdivision and the Learning Resources Center and 3) two administrators, one representing on-campus credit courses and one representing off-campus non-credit courses.

Full-Time Faculty:

Chairperson	Dr. Margaret Lehner
Communications and Humanities	Jay Noteboom
Health Science and Public Service	Roberta Purcell

Part-Time Faculty:

Alternative Learning	Dr. William Smith
Behavioral Science	William Kessell
Business	John Kooyenga
Communications and Humanities	Grace Blake
Health Science and Public Service	Edward Vasil Edward Hastings (alternate)
Industrial and Computer Technology	Kathy Polivka
Learning Resources Center	Ella Kwon

Administrators:

Community Services	Paul Huetteman
On-Campus	Rod Seaney

Committee for Full-Time and Part-Time Faculty Evaluation

The Director of the Center for Faculty and Program Excellence, Dr. Margaret Lehner, sits on both committees to act as a liaison between faculty development and faculty evaluation. In addition, the Chairperson for the Committee for Full-Time and Part-Time Faculty Evaluation, Mary Rita Sullivan, is a member of the Board of Directors for the Center for Faculty and Program Excellence.

FACULTY DEVELOPMENT PROGRAMS FOR FULL-TIME AND PART-TIME FACULTY

I Inservice Programs: A Summary

Fall Semester, 1982. Full and Part-Time Faculty

1) Harry Mark Petrakis Presentation (See Appendix A)
Thursday, October 7, 1982
Program: Lecture: Storyteller's Golden Wheel
Lecture: Homer and Hunger
Attendance: Afternoon Inservice: 29 faculty
Evening Inservice and Community Presentation: 302

2) John Roueche Visitation (See Appendix B)
Wednesday, November 3, 1982 and Thursday, November 4, 1982
Program: Met with individual subdivisions during two-day visit; gave evening address to part-time faculty on Wednesday and gave an afternoon address to full-time faculty on Thursday.
Attendance: Individual Sessions
Academic Skills Center: 5
Behavioral Science: 15
Business and Physical Education: 10
Counselors: 18
Communications and Humanities: 26
Health Science and Public Service: 32
Industrial and Computer Technology: 29
Library: 4
Math and Science: 33

Group Sessions
Wednesday, November 3
Part-Time Faculty: 59

Thursday, November 4
Full-Time and Part-Time Faculty: 195

Spring Semester, 1983. Full and Part-Time Faculty

3) Spring Inservice (See Appendix C)
Wednesday, January 13, Thursday, January 14, and Friday, January 15, 1983
Program: Special Presentation: Dr. William Moore, Ohio State University
Attendance:
Thursday, January 13 at 9:30 a.m. and 1:30 p.m.
Full-time faculty: required attendance
Thursday, January 13 at 6:30 p.m.
Part-time faculty: 103

4) Special Group Seminar: Computer Technology Presentation:
Bernard Taheny, coordinator
Attendance: required

Additional Seminars (required attendance at one of the following):

1. "Using Computerized Career Information System Exercises as Supplemental Coursework in Subject Areas"
James Polo and David Taylor
2. "Simulation Examinations: Reality Testing in Vocational/ Technological Education"
Raymond Lehner
3. "New Assessment System for Entering MVCC Students"
Dianne Stormer-Johnson
4. Visit to Brookfield Zoo's new Tropical World House
Lenette Staudinger
5. R.S.V.P. - Field Trip to College of DuPage
Rod Seaney

5) Micro-Computer Courses (See Appendix D)

Two series of micro-computer courses on the Apple II and Apple III micro-computers were offered to both full-time and part-time faculty during January, February and March. A series of ten introductory seminars were offered to full-time faculty based upon academic area of specialty. Four introductory seminars were offered to part-time faculty. Each of the 14 seminars was limited to 18 persons. All seminars were filled.

A second set of seminars introducing faculty to BASIC were offered in March, April and May. Three series of four seminars each were offered to full-time faculty, and three series of four seminars each were also offered to part-time faculty. Once again each seminar series was limited to 18 persons. Each of the six series was filled.

Two hundred eighty-eight openings in the computer seminars were filled but demand was greater than the computer terminals available. Therefore, the programs will be repeated in Fall, 1983.

II Educational Opportunities

1) Ed.D. in Post Secondary Education (See Appendix E)
Illinois State University will begin offering its Ed.D. in Post Secondary Education this summer on the MVCC campus. Over 55 full and part-time faculty members have expressed interest in this degree offering. Interest has also been received from community members.

2) D.A. in English (See Appendix F)
Illinois State University will begin offering its D.A. in English this fall on the MVCC campus. In addition to Moraine's faculty, other area community colleges and high schools were contacted to generate interest. Over 22 faculty have expressed interest in this program.

3) Domestic Faculty Exchange (See Appendix G)
Seven faculty members have volunteered to participate in a faculty exchange with area community colleges. Dr. James Adduci, Assistant Vice President for Academic Affairs, is coordinating the exchange efforts.

4) International Faculty Exchange
MVCC is working on a faculty exchange with The University of Costa Rica, West Branch and is in the process of drawing up contract language for such an exchange. The college met with Dr. Nelson Gutierrez Espelita, Acting President of UCR on Monday, April 11, 1983 to discuss such an exchange.

5) Professional Growth Units for Lane Movement (See Appendix H)
A sub-committee of the Faculty Development Committee, chaired by Sharon Fritz, developed language to be presented at the 1983 Contract bargaining table. The language was presented in March to the negotiating team.

III Grants (See Appendix I)

Criteria and forms were developed by a sub-committee of the Faculty Development Committee, chaired by Patricia McKeague, for off-campus workshops, on-campus workshops and mini-grants.

The following grants were awarded in Spring, 1983:

Off-Campus Workshops:

1) Mike Eckhart for a Chautauqua Short Course: "Soft Energy Paths: How to Enjoy the Inevitable" at the University of Iowa, Iowa City, April 24-27, 1983. Award: $200.00

2) Ray Pietryla for the Institute for Aerobics Research Workshop in Dallas, Texas, March 21-25, 1983. Award: $200.00

3) Phyllis Janik for the Mark Twain Creative Writing Workshop in Kansas City, Missouri, May 17-28, 1982. Award: $200.00

4) Kate Wulle for the U.S. Institute of Theater Technology National Conference in Corpus Christi, Texas, March 23-26, 1983. Award: $200.00

5) Roberta Noonan for the Institute for "Educating the Infant and Toddler" in Chicago, Illinois, April 21-22, 1983. Award: $140.00

6) Marjorie Zamora for the National Science Foundation Arms Control and Technology Chautauqua in Dayton, Ohio, April 12-15, 1983. Award: $80.00

7) Francine Smolucha for the International Conference on Psychology and the Arts in Cardiff, Wales, September 5-9, 1983. Award: $200.00

8) Kay Bogg for the 1983 Gregg Summer Methods Conference, University of Wisconsin, July 11-15, 1983. Award: $200.00

9) Evelyn Staehle for the Institute in Social Dynamics Workshop, George Williams College, August 9-11, 1983. Award: $200.00

Mini-Grants:

1) Raymond Lehner, Gerry Mikosz, Sandra Shelley, and Mary Ann Taylor
Project: Evaluate validity and applicability of current health science program admission criteria and assessment of screening of health science program applicants.
Award: $1,000.00

2) Carol Huddleston and Deborah Poropat
Project: Develop an IBM Electronic 75 Typewriter Student Manual
Award: $800.00

3) John Norton
Project: Translation of previously funded computerized test scoring from "Assembler" language to COBOL so that it can become compatible and, therefore, functional with Information Systems Scanner/Scoring capabilities, and purchase of test answer sheets.
Award: $1,000.00

IV Innovative Abstracts

Innovative Abstracts, published by the National Institute for Staff and Organizational Development, were distributed on a regular basis to both full and part-time faculty.

V Visitation by Center Director

1) Dr. Margaret Lehner visited Elgin Community College with committee member, Nancy Hessler, on Monday, October 18, 1982 to investigate the college's faculty development program.
2) Dr. Margaret Lehner visited Miami-Dade Community College on Wednesday, September 15, 1982 to investigate the college's faculty development program.

VI 1982 National Conference on Teaching Excellence, May 24-27, 1983 in Austin, Texas

The Faculty Development Committee is sponsoring William Muller as a master teacher at this year's conference. He will present "Basic Skills and Academic Skills: A Comprehensive Program for the Academically Underprepared Student."

In addition, Dr. Fred Gaskin and Dr. Margaret Lehner will present MVCC's faculty development program in a seminar entitled: "A Time for Renewal: Faculty Development and Evaluation, the Route to Program Excellence."

VII Professional Membership

Moraine Valley Community College is a member of the National Institute for Staff and Organizational Development.

BUDGET

I 1982-1983 Budget Expenditures

119-000-513 Salaries for Workshops, Mini-Grants, Part-Time Substitution for Center Director	$13,926.50
119-000-529 Tuition Reimbursement	2,083.00
119-000-532 Consultants for Inservice Programs: Fees and Expenses	4,583.64
119-000-539 Silkscreening	101.75
119-000-541 Office Supplies	299.45
119-000-542 Reprographics/duplicating (from 1/83)	334.35
119-000-543 Instructional Supplies	42.98
119-000-544 Postage	69.40
119-000-546 Professional Organizations/Journals	500.00
119-000-551 Local Meeting Expenses	1,305.30
119-000-553 Travel Expense/Travel Grants	3,527.93
119-000-575 Phone Calls	2.03
TOTAL	$26,776.33

II Proposed Budget 1983-84

119-000-513 Salaries for Workshops and Mini-Grants	$23,144.00
119-000-529 Tuition Reimbursement	7,000.00
119-000-532 Consultants for Inservice Programs: Fees and Expenses	6,000.00
119-000-539 Silkscreening	70.00
119-000-541 Office Supplies	20.58
119-000-542 Reprographics/duplicating	1,520.00
119-000-543 Instructional Supplies	437.50
119-000-544 Postage	100.00
119-000-546 Professional Organizations/Journals	520.00
119-000-551 Local Meeting Expense	2,000.00
119-000-552 Mileage	300.00
119-000-553 Travel Expense	7,500.00
TOTAL	$48,612.08

Moraine Valley Community College

RESEARCH NOTE

Office of Institutional Research

Date: July 1983

Re: Survey Analysis - Center for Faculty and Program Excellence

To determine the effectiveness and overall performance of the Center for Faculty and Program Excellence during the 1982-83 academic year, a survey of 198 full-time and 289 part-time faculty was conducted. Ninety-six valid questionnaires (20%) were returned with 65 full-time (33%) and 31 part-time (11%) responding.

In the data analysis which follows, it should be kept in mind that the small part-time response rate makes statistical inference from this sample group to part-timers as a whole very tenuous; although the response rate for full-timers is somewhat better, the return rate of 33% dictates that inference to full-timers as a whole be done with caution.

The survey contained eight sections totalling 21 multiple choice-type items related to the various activities of and attitudes toward the Center. For the purpose of clarity, these items have been numbered 1 thru 21.

The frequency response table for full-timers is shown in Table 1 on the following page.

The part-time frequency responses are listed in Table 2. Since part-timers were not asked to engage in all Center activities due to the nature of the events, only items 3, 4, 11, 12, 13, 16, 20, and 21 were considered in the analysis.

The "N" value in each table reflects the number of valid responses received for each item. This value is always smaller than the number of surveys actually returned due to item responses being left blank or improperly marked.

Preliminary analysis of the data showed several significant differences between full and part-time responses to items on the survey and warranted further study. An item by item analysis was performed as a function of full or part-time status to locate possible differences in attitudes between the two groups toward the Center. Two separate analyses were performed.

First, responses which were left blank or rated "not applicable" were deleted from the samples. This left samples containing only those responding in a definitive fashion either "worthwhile" or "not worthwhile." The results of the statistical analysis showed that none of the items were able to produce a significant variation

Table 1

Full-Time Frequency Response Table

	Item	N	Worthwhile %	Not Worthwhile %	Not Applicable %
1.	Roueche Inservice #1	65	84.6	7.7	7.7
2.	Petrakis Inservice	64	32.8	7.8	59.4
3.	Roueche Inservice #2	64	62.5	29.7	7.8
4.	Moore Inservice	65	70.8	15.4	13.8
5.	Computer Technology	64	65.6	6.3	28.1
6.	CPPC	56	17.9	12.5	69.6
7.	Simulation Examination	55	10.9	12.7	76.4
8.	New Assessment	56	32.1	5.4	62.5
9.	Brookfield Zoo	56	25.0	8.9	66.1
10.	College of DuPage	56	14.2	5.4	80.4
11.	Intro to Micros	60	45.0	6.7	48.3
12.	Basic Micros	61	37.7	9.8	52.5
13.	ISU Ed.D.	64	48.4	3.2	48.4
14.	ISU D.A. English	64	35.9	1.6	62.5
15.	Faculty Exchange	62	32.3	1.6	66.1
16.	Innovation Abstracts	63	60.3	27.0	12.7
17.	PGU's	58	69.0	5.2	25.8
18.	Off Campus Workshop	61	62.3	0.0	37.7
19.	Minigrants	59	61.0	1.7	37.3

		N	Very Effective %	Effective %	Somewhat Effective %	Not Effective %
20.	Effectiveness of Communication	63	55.6	38.1	6.3	0.0
		N	Excellent %	Good %	Poor %	Very Poor %
21.	Performance Rating	62	59.7	40.3	0.0	0.0

Table 2

Part-Time Frequency Response Table

Item	N	Worthwhile %	Not Worthwhile %	Not Applicable %
3. Roueche Inservice #2	29	31.0	6.9	62.1
4. Moore Inservice	29	41.4	3.4	55.2
11. Intro to Micros	31	61.3	9.7	29.0
12. Basic Micros	26	57.7	0.0	42.3
13. ISU Ed.D.	28	53.6	3.6	42.8
16. Innovation Abstracts	28	42.9	21.4	35.7

	N	Very Effective %	Effective %	Somewhat Effective %	Not Effective %
20. Effectiveness of Communication	28	32.1	39.3	14.3	14.3

	N	Excellent %	Good %	Poor %	Very Poor %
21. Performance Rating	28	37.0	48.1	7.4	7.4

Note: Other items not considered valid for statistical inference since part-timers were invited to attend only the above listed activities.

in "worthwhile" and "not worthwhile" responses between full and part-timers. This was due to a combination of two factors: (1) the small sample sizes involved, and (2) 52% of the responses to all items were either left blank or rated "not applicable."

It should be noted that the response "not applicable" denotes the inability of the responder to answer a particular item due to a lack of involvement in an activity. It should not be confused with the response "not worthwhile" which assumed that the responder was in attendance and took part in the activity.

In the second analysis, respondents were categorized as making a response (i.e., worthwhile or not worthwhile) as opposed to not making a response (i.e., not applicable). This dichotomy did produce significant variations between full and part-timers in three of the items studied. The results of this analysis are shown in Table 3.

Item by Item Characterization

In the summary discussion which follows, the percentages reflect response rates based on samples with blank or not applicable responses deleted; that is, only those making a response are included. As noted above, in no case is the percentage difference between groups making a response statistically significant.

Data for part-timers is included only in items 3, 4, 11, 12, 13, 16, 20, and 21 for which responses from them were valid.

ITEM 1 - John Roueche Inservice #1 - August 26, 1982

The first inservice by Dr. Roueche was rated by 92% of the full-timers as worthwhile of those responding worthwhile or not worthwhile.

ITEM 2 - Harry M. Petrakis Inservice - October 7, 1982

Of the responses rated worthwhile or not worthwhile, this inservice was considered worthwhile by 81% of the full-timers.

ITEM 3 - John Roueche Inservice #2 - November 3 and 4, 1982

Compared to the first inservice held by Dr. Roueche, only 68% of full-timers rated this inservice as worthwhile. The part-time worthwhile response rate was similar at 82%. The majority of part-timers listed this item as nonapplicable which was significant in comparison to the small number of full-timers who gave a nonapplicable response.

ITEM 4 - William Moore Inservice - January 13, 1983

The presentation by Dr. Moore was rated by 82% of the full-timers and 92% of the part-timers as worthwhile. It was significant that more part than full-timers considered this item to be nonapplicable.

Table 3

Statistical Analysis of Nonapplicable Responses

Item	N*/N	Full-Time Nonapplicable %	Part-Time Nonapplicable %	Statistical Significance
3. Roueche Inservice #2	23/94	8	62	yes
4. Moore Inservice	25/95	14	55	yes
11. Intro to Micros	38/92	48	29	no
12. Basic Micros	43/88	52	42	no
13. ISU Ed.D.	43/93	48	43	no
16. Innovation Abstracts	18/92	13	36	yes

Note: Other items not considered valid for statistical inference since part-timers were invited to attend only the above listed activities.

In cases of statistical significance, the part-time nonapplicable rate is higher than the full-time nonapplicable rate. Although no statistical significance can be attached to items 11, 12, and 13, the nonapplicable rates are high in each case.

ITEM 5 - Computer Technology Presentation

Of those responding worthwhile or not worthwhile, 92% of full-time faculty considered this activity worthwhile.

Items 6 thru 10 below were offered on a simulataneous basis to the full-time faculty. As a result, sample sizes were small and inferences from percentage data should be made cautiously.

ITEM 6 - Career Planning and Placement

This presentation was rated worthwhile by 59% of full-timers responding worthwhile or not worthwhile.

ITEM 7 - Simulation Examination

The majority of full-timers considered this activity to be worthwhile. Of the 13 full-timers responding worthwhile or not worthwhile, six or 46% listed the examination as worthwhile.

ITEM 8 - New Assessment System

Of the full-timers responding worthwhile or not worthwhile, 32% responded worthwhile.

ITEM 9 - Visit to Brookfield Zoo Tropical World

Nearly three-fourths (74%) of the full-timers considered this activity to be worthwhile.

ITEM 10 - Field Trip to the College of DuPage

Of full-timers rating the activity as worthwhile or not worthwhile, 73% considered this field trip worthwhile.

ITEM 11 - Introductory Seminar in Micro-Computers

Roughly 87% of both full and part-timers listed this seminar as worthwhile. Similarly, about equal numbers rated the activity as not applicable.

ITEM 12 - Basic Seminar in Micro-Computers

Of the 15 part-timers responding worthwhile or not worthwhile, all considered the seminar worthwhile. Eighty percent of full-timers considered the seminar worthwhile. Roughly equal not applicable response rates were obtained from the two groups.

ITEM 13 - ISU Ed.D. Program at Moraine Valley

Both groups rated the activity as 93% worthwhile.

ITEM 14 - ISU D.A. in English at Moraine Valley

Of those in the sample responding worthwhile or not worthwhile, 96% of full-timers rated the activity as worthwhile.

ITEM 15 - Domestic Faculty Exchange Program

Full-timers (95%) who responded worthwhile or not worthwhile considered this program to be worthwhile.

ITEM 16 - Subscription to Innovation Abstracts

Full-timers (69%) and part-timers (67%) almost equally considered the subscription to be worthwhile. However, it was statistically significant that part-timers three to one over full-timers listed this item as not applicable.

ITEM 17 - Use of Professional Growth Units for Lane Movement

Since part-timers are not on a lane-type salary schedule, a statistical analysis of comparative responses was not performed. However, considering full-time faculty only, 93% listed this item as worthwhile and 7% as not worthwhile.

ITEM 18 - Off Campus Workshops

Of the 38 full-timers responding worthwhile or not worthwhile, all listed the activity as worthwhile.

ITEM 19 - Minigrants

Full-timers (97%) considered this item to be worthwhile for those providing worthwhile or not worthwhile responses.

ITEM 20 - Effectiveness of the Director's Communications

Due to the small sample sizes involved, statistical variation was not measurable for this item. However, for this sample, 56% of full-timers and 32% of part-timers considered communications to be very effective. Roughly equal numbers (38% FT, 39% PT) within each group considered communications to be effective, and while 6% full-timers considered communications to be somewhat or not effective, 29% of part-timers did so.

ITEM 21 - Overall Performance Rating of the Center

The small sample size again prevented measure of significant variations between responses. However, for this sample, 60% of the full-timers and 37% of the part-timers rated the

performance of the Center as excellent. A rating of good was given by full-timers (40%) and part-timers (48%). Ratings of poor and very poor were recorded for part-timers only, 7% respectively in each case.

Significance of Nonapplicable Responses

Due to the large number of nonapplicable respones recorded, and the statistical significance of these responses in many cases between full and part-timers, Table 3 was constructed to show the percent of nonapplicable responses for each group with an indication of the significance of the variation. Only items 3, 4, 11, 12, 13, and 16 are considered since these are the only items applicable to part-timers and items 20, 21 do not include a nonapplicable choice in the rating scale. See Table 3.

N*/N is the ratio of nonapplicable responses to total responses for each item. In several cases, you will note, this ratio is quite large. The difference N-N* can be used to obtain the total number of respondents indicating worthwhile or not worthwhile responses.

General Information

Each person surveyed was asked to contribute comments, suggestions, and/or miscellaneous remarks. These are recorded below divided into full and part-time responses within each individual section.

Comments

Full-Time

- Liked getting informational memos and announcements. Contents were very informative.
- Keep up the good work. You're off to a new start—a good start.
- Good job.
- Scale on this questionnaire is strange!
- The Center has done an excellent job supplying the faculty with fine speakers, workshops, etc. I am particularly pleased with the Ed.D. program being offered on this campus—a great help to busy teachers!
- Excellent job!
- Very disappointed in Rouche. Seemed to be a "circuit" speaker who latched onto statistics, etc. from Texas and California institutions completely ignoring what's going on in Illinois, MVCC in specific. Also seemed to promote dissesion between faculty. On the whole, an excellent job. Computer information extremely valuable. Good communications.
- Congratulations on a fine job. I am impressed with the excellent workshops, materials, and opportunities yet to come.
- As I had verbally commented, the opportunity to attend the Chatanguа(?) Workshop on Energy Alternatives with the assistance of the Center for Faculty and Program Excellence, was one of the finest enrichment experiences I've had at MVCC.
- Excellent job!
- Excellent job!
- I think the different types of offerings and all the coordination was excellent. Due to the fact, a lot of inservice by main speakers is during peak orientation time. I have not attended.
- A. Communications and organization excellent.
  B. Micro computer courses 1) Not organized
  2) Poorly presented
  3) I talked to my fellow peers taking these courses and they have the same feelings—waste of my time.
  C. Innovative Abstracts: I feel "covered" by them. I keep on thinking how much they must cost. One was good, the rest not so good.
- Looking at this lengthy list of offerings, obviously you've worked hard!! Thanks.

Comments

Full-Time
(Continued)

- Speakers must have good jokes and timing.
- Thank you and everyone on the Board of Directors for bringing a feeling of Professionalism back to the staff at MVCC.
- Thank you all for your efforts on your behalf to improve the quality of instruction here at Moraine. The response on the part of many of our faculty members must be gratifying to you as it points out the need which your Center has filled.
- Keep up the good work.
- My personal experience has been to make my most worthwhile achievements declared "not required under the contract" (VP for Instruction) and financially punished. I thus find talk of "faculty and program excellence" mocking, saddening, and worse. What I do well I do out of pride and not because of "centers" and "programs."
- A good program.
- I hope that the center will complement the faculty evaluation process by offering help for those who have below average evaluations. Also I feel that we should reward those who have above average evaluations with grants, etc.
- Computer seminars did not prove to be well organized nor did they teach the skill of programming. The ability to patch a program is secondary to the ability to program.
- We need more inservice workshop type programs. These programs should be made available to all full-time faculty equally and fairly. Released time should be made available for faculty writing grants or at least some compensation for grant preparations should be initiated by your center.
- What are Professional Growth Units for Lane Movement?

Comments

Part-Time

- Previous commitments made it impossible for me to take part in your programs listed as #5 and #6. These were the only two for which I received application forms. Therefore, my reply would be of little value to your department at this time. But I want to make known my interest in your program and request information about future seminars, inservices and courses.
- Why pretend any effort is being made for part-time faculty?
- Sorry for the NA's but I really can't respond in any other way.
- As a part-timer, if it were not for my business contacts with the College, I'd be absolutely lost. There is no personal contact with any staff other than the Dean of my area. One wonders how effective part-timers are, the perception is they are a necessary evil to be tolerated—but don't get too close.

Comments

Part-Time
(Continued)

- The evaluation is mostly NA—I have never heard of these offerings! It's too bad, I would of liked to be able to make some comment.

- I appreciate being able to participate in these functions. Being an instructor in a hospital doesn't give me much opportunity to participate in "educational" seminars so they are very much welcome. Thank you.

- Was pleased to see communications improve with part-time faculty. I'm interested in seeing post-secondary courses being offered for graduate credit.

- I think you have some excellent ideas. However, when I took the computer course--the last class had no instructor. None showed up! The last class was to show us how to put our syllabus and tests on a disk to save so we wouldn't have to retype every semester. I really missed that! The people in the lab showed me some things to do—but there was some animosity because they own the computers and the college doesn't have one for the COM/HUM department to use, so why should we use their software?

- Doing a good job!

- The programs available for part-time people were offered in the evening. The programs available for full-time faculty were offered on Tuesday or Thursday, late afternoons. I, as a day part-time faculty, could not take part in many of these programs because of the time offered. Are there a sufficient number of people in my situation to warrant a different or third allocation of time for these programs?

- Absolutely no increase in part-time salaries. This is what really counts. We are professionals and should be paid as such. Your position is not justified at nine ECH's.

- I wish I could participate in more of the activities presented.

- Thanks for including part-timers in faculty development programs. Special thanks to the Dean of my area for supplying minutes of COM/HUM faculty meetings and for sponsoring an inservice theme grading session. The Center for Faculty and Program Excellence has provided outstanding programs this year. I shall look forward to its future offerings.

- Even though one cannot take advantage of all programs, the offerings are very good.

- Being a part-timer, most of these things do not apply to me. The part-time faculty development committee, as far as I have been informed, have done nothing.

Suggestions

Full-Time

- Purchase Word Processing programs and other applicable software for Computer workshop use—Math programs have little relevancy for most instructional needs.

- Keep up what you are doing. Try different ideas. Inservice this past year has been a great improvement over earlier efforts.

- Please continue to offer ISU programs at MVCC.

Suggestions

Full-Time
(Continued)

- Keep up the good work.
- The staff from counseling and guidance should be allowed to participate in the inservice with the rest of the staff during Fall and Spring Inservice Programs.
- The computer offerings were good, but I wonder if the presentations could be geared more toward being practical for me. How could counseling use computers to assist students??
- Classes from 3:30 - 5:00 are excellent—hope we can have more. Maybe we could do a career planning seminar for P.T./F.T. faculty, if interested. If any questions, please call.
- I found the computer literacy coursework valuable. Please, offer more such inservice in the future.
- Keep it up.
- Offer more structured microcomputer applications to higher education.
- More "Basic" microcomputer courses.
- Connect promotion to performance (besides or in addition to graduate credits).
- Keep communicating and developing. Sorry this is late—just got time to read my mail.

Suggestions

Part-Time

- I left my name and phone number and a few messages with you (and your mailbox) about the committee with no response (hence, the answers to #VII and VIII). It originally sounded like some good things were to come out of the committee (part-time committee). We are obviously still second class citizens, and any suggestions would only be ignored again. [Answers to #VII—Communications and #VIII—Overall Attitude were 4) not effective]
- The Center for Faculty and Program Excellence has provided outstanding programs this year. I shall look forward to its future offerings. What about an inservice day where members of the faculty (both full- and part-time) would hold classes to talk about teaching techniques, pet projects, or whatever.
- Would like to see some Micro-Computer courses offered for teachers on a graduate credit level. Thank you for the information.
- Communications is and has been a major problem for me, particularly to and from levels above the Dean's level. I suggest this as a topic for future development of staff.
- When I took the one night "Intro to Computer" course, the main computer broke down. It would have been nice if we could have been rescheduled to have the class.

Part-Time
(Continued)

- Either do something constructive for part-time faculty or stop pretending the administration thinks we're important! Whatever happened to the proposal to have part-timers on the committee?

- I would like to have more literature on any seminar or presentation available for our staff here at Palos to attend. All the people who work in Chemistry attended the computer sessions and were really impressed.

Miscellaneous Remarks

(FT) Full-Time (PT) Part-Time

Roueche Inservice August 26, 1982

- (FT) Bring him back and bring more people like him to MVCC—totally inspiring and motivating. Great, fantastic.

- (PT) Very worthwhile.

Petrakis Inservice October 7, 1982

- (FT) Excellent!

- (PT) I did not attend it.

- (FT) Though I don't have the time, it was applicable.

Roueche Inservice November 3 and 4, 1982

- (FT) Not as worthwhile as the first, but still okay.

- (PT) Very worthwhile.

Moore Inservice January 13, 1983

- (FT) Bring him back and bring more people like him to MVCC--totally inspiring and motivating. Super, inspiring.

- (FT) On college trip during this inservice.

Computer Technology, CPPC, Simulation Examination, New Assessment System, Visit to Brookfield Zoo, Field Trip to College of DuPage

- (FT) Wasn't allowed to attend due to working orientation.

- (FT) Had to work during this time.

Computer Technology

- (FT) Very, very poor.

Intro to Micro-Computers, Basic Seminars

- (FT) Very poor.
- (PT) However, I was not able to take part in them.

Intro to Micro-Computers

- (PT) Machines broke that night.

Basic Seminars

- (PT) Our last class 4/13 (8:00 p.m.) didn't meet. I thought it would have been rescheduled. It sounded like it would've been the most beneficial.

ISU Ed.D. at Moraine Valley

- (FT) Great!

Domestic Faculty Exchange

- (PT) I'd like to know what this is.

Innovation Abstracts

- (FT) Have only been able to read a few.
- (PT) Absolutely worthwhile.
- (FT) Waste of time and money.

Professional Growth Units for Lane Movement

- (FT) If and when implemented would be applicable.

Overall Attitude toward the Center - Performance Rating

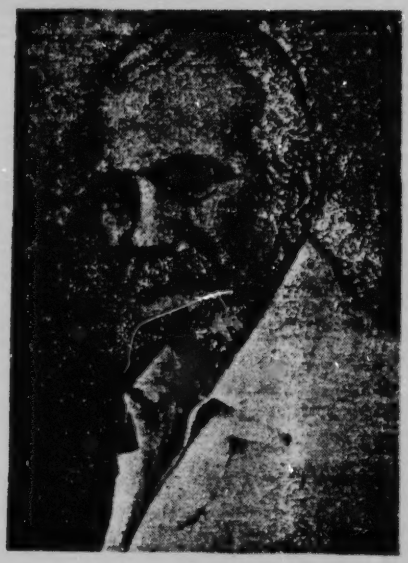
- (PT) Very poor from part-time point of view. Probably very good for full-time faculty.
- (PT) Poor in what was offered to satisfy part-time individual needs.
- (PT) Good in what was offered to full-time faculty.

JF/jt

See Appendix J for evaluation form.

The Palos Branch
American Association of University Women
and
Moraine Valley Community College
present

Harry Mark Petrakis



THURSDAY, OCTOBER 7, 1982
"L" ATRIUM

9:30 A.M.

STUDENT PRESENTATION

READINGS FROM HIS OWN WORKS

3:30 P.M.

FACULTY PRESENTATION

STORYTELLER'S GOLDEN WHEEL

7:30 P.M.

COMMUNITY PRESENTATION

HOMER AND HUNGER

MORAINE VALLEY COMMUNITY COLLEGE
Memo September 27, 1982

TO: Full-time and Part-time Faculty

FROM: Margaret Lehner for the Center for Faculty & Program Excellence

RE: Harry Mark Petrakis

As a part of the faculty development program, Harry Mark Petrakis will be speaking to the faculty and interested staff members on Thursday, October 7, 1982 in the L Atrium from 3:30 p.m. to 5:00 p.m. His speech is entitled "The Storyteller's Golden Wheel."

There will be a reception for Mr. Petrakis, given by the Communications/ Humanities Subdivision, at 3:00 p.m. that day in the area adjoining the Atrium. Come and meet the famous author.

Petrakis is a dynamic speaker as well as an accomplished writer with five novels to his credit which include A Dream of Kings, In the Land of the Morning and his most recent best seller, Nick the Greek. A Dream of Kings was made into a full length motion picture starring Anthony Quinn, and a movie based on In the Land of the Morning is recently being planned starring Irene Pappas. In addition, Petrakis has written two collections of short stories, Pericles on 31st Street and The Petrakis Reader, and a book-length autobiographical account.

When Petrakis is not out spinning tales in the lecture circuit, he lives in Chesterton, Indiana, with his wife and three sons.

In addition to the faculty development program at 3:00, two other Petrakis activities are scheduled this day. During the first program Petrakis is scheduled to meet with students from 9:30 a.m. to 11:00 a.m. in the L Atrium. The author will read from his own works. Faculty are invited to bring their classes. In the evening the American Association of University Women will host Petrakis' presentation to the community at 7:30 p.m. in the L Atrium. Petrakis will speak on "Homer and Hunger."

All three performances are made possible by the generosity of the Student Activities Office who has arranged and is sponsoring Petrakis' visit. The Center for Faculty and Program Excellence wishes to extend its thanks to the Student Activities Office for making these programs possible.

ML/jd

cc: Dr. Byron Kee
Dianne Stormer-Johnson

Appendix B

Dr. John Roueche Inservice

31/32.

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465
312/974-4300

October 21, 1982

Dr. John Roueche
Professor and Director of the Program in
Community College Education
The University of Texas at Austin
College of Education
Austin, Texas 78712

Dear John:

We are all looking forward to your visit to our campus on Wednesday, November 3 and on Thursday, November 4.

I have enclosed an agenda for the visitation and a list of questions from various faculty, counselors, and librarians to help you better prepare for your individual meetings with these groups as you requested.

I will meet you at O'Hare Airport outside the baggage area for American Airlines. I will be driving a 1981 Ford Escort Station-wagon, brown and tan in color.

See you on the 2nd. Have a safe trip.

Sincerely yours,

Dr. Margaret Lehner
Director of the Center for Faculty
and Program Excellence

ML:rd
Encl.

cc: Dr. Fred Gaskin
Dr. Byron Kee

Board of Trustees
Burton S. Odelson, Chairman
Dianne G. Masters, Vice Chairman
Lee Allen Harris, Secretary
Patricia J. Fleming
Blas Olivares
Maureen Pecar
James Smith
Marybeth Michener Student Trustee
Dr. Fred Gaskin, President

TUESDAY, NOVEMBER 2

Arrival 6:19 p.m. at O'Hare

8:00 p.m.	Meeting with Board of Directors for the Center for Faculty and Program Excellence at the Oak Lawn Holiday Inn.

WEDNESDAY, NOVEMBER 3

8:00-9:15 a.m.	Behavioral Science L-145
9:30-10:45 a.m.	Communications/Humanities L-145
11:00-12:15 p.m.	Math and Science L-145
12:15-2:00 p.m.	Lunch
2:00-3:15 p.m.	Industrial and Computer Technology L-145
3:30-5:00 p.m.	Counseling L-145
6:20-8:00 p.m.	Part-time faculty reception with full-time faculty representation L-176/L-166
8:00-9:30 p.m.	Part-time faculty presentation - Dr. John Roueche L-Atrium

THURSDAY, NOVEMBER 4

8:00-9:15 a.m.	Business and Physical Education L-145	
9:30-10:45 a.m.	Library L-145	
11:00-12:15 p.m.	Health Science/Public Service L-145	
12:15-2:30 p.m.	Lunch	
2:30-3:00 p.m.	Full-time faculty reception L-176/L-166	) Part-time instructors also invited
3:00-4:30 p.m.	Faculty Presentation - Dr. John Roueche L-Atrium	)
4:30 p.m.	Leave for 5:30 p.m. flight at O'Hare	

Academic Skills Center faculty will split and meet with different sub-divisions during the two day sessions.

Coffee, tea, and sweet rolls will be provided during meeting times in L-145.

Questions for Dr. John Roueche

Behavioral Science

1. How do you handle the problem student; for example, the apathetic, non-reader and the "know-it-all" or "class expert" who needs to demonstrate his/her knowledge?

2. What is the role of the instructor (in social sciences) in the computer age?

Business

1. What techniques would you use when a presentation in one class is highly successful while in another class it flops?

2. What methods should be used with returning adults who bring with them a great deal of fear of being back in school?

3. What are some promotional techniques for business administration associate degree and marketing/merchandising associate degree programs? And what should be the physical facilities for such programs?

Communications/Humanities

1. What methods can one use to get students to make a committment to the course, especially composition?

2. How can one be non-threatening in the role of critic of student writing?

3. What are some practical ways to approach reduction in composition class size talks with the administration? And what do you believe to be the relationship between quality and quantity and class size in the teaching of writing?

4. How does one deal with burn out?

5. How does one alertthe student of his/her responsibility for learning?

6. What are some ways of dealing creatively with repetitive material?

7. What should be the role of student placement testing?

8. Should there be special programs, services, courses for the "older student," i.e., 55 and up?

9. How does one market oneself on the lecture,workshop, seminar circuit? How do you do it?

10. How does one effectively teach writing across the curriculum?

11. What are some strategies for dealing with large classes?

12. What are the best inservice activities to improve teaching for full-time faculty, for part-time faculty and for full-time and part-time faculty together?

Computer Technology

1. What are your feelings about released time for curriculum development? How do we keep current and relevant, maintaining skills and knowledge in such a fast changing field as computers?

2. How do we maintain our professionalism (being a good teacher) when faced with mounting class sizes, overworked equipment, unstable room assignments, etc.?

3. What should the role of institutional support be in terms of resources for professional development, particularly in the computer area?

4. What is the relationship of the faculty member as a learner and the importance of this learning to teaching?

5. What should be the trade offs between professional development versus time spent grading papers, etc.?

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465
312/974-4300

October 26, 1982

Dr. John E. Roueche
Professor and Director of the Program in
Community College Education
The University of Texas at Austin
College of Education
Austin, Texas 78712

Dear John:

Here are a few late questions I have received from the counseling staff:

1. How can we better motivate and assist students who are "visually overstimulated," that is, raised on T.V., have short attention spans, etc.?

2. What does counseling mean to students of the 80's? One on one? Groups? Self-help? Networks? What seems to be working across the nation?

3. How can we deal with the apparent conflict between student-service philosophy and a student development philosophy? For example, to serve student needs is often counter productive to student development. "If I give a hungry man a fish, he eats for a day. If I teach him to fish, he eats for a lifetime." The service model tends to give the student fish. How can we provide the service yet foster autonomy?

In addition, there has been a change in the Wednesday evening schedule. The part-time reception will begin at 7:00 p.m., and not at 6:20 p.m., as listed in your agenda.

I look forward to seeing you.

Sincerely yours,

Margaret MLL

Dr. Margaret M. Lehner
Director of the Center for Faculty
and Program Excellence

MML:rd

cc: Dr. Fred Gaskin
Dr. Byron Kee

Board of Trustees
Burton S. Odelson, Chairman
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Patricia J. Fleming
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Dr. Fred Gaskin, President

Appendix C

Spring, 1983 Inservice

37/38.
REVISED SCHEDULE

CENTER FOR FACULTY AND PROGRAM EXCELLENCE

STAFF MEETINGS
SPRING TERM 1983
JANUARY 12-14, 1983

WEDNESDAY, JANUARY 12, 1983

Faculty and Staff

8:30-9:00 a.m.	Coffee and rolls	A121ABEF
9:00-9:05 a.m.	Announcements - Dr. Byron Kee	A121ABEF
9:05-10:05 a.m.	Marketing Services Arrive at Moraine Valley Community College Ms. Kathleen Orozco	
10:05-10:20 a.m.	Update: Center for Faculty and Program Excellence Dr. Margaret Lehner	
10:30 a.m. - 12:00 p.m.	Subdivision Meetings: Behavioral Science - B101 Business - B201 Communications & Humanities - L231 Health Sciences & Public Service - 117 Industrial & Computer Technology - A283 Library/LRC & Alternative Learning - L237 Math & Science - B116 Counseling - B287	
1:30-3:30 p.m.	Computer Technology Presentation	A121ABEF

THURSDAY, JANUARY 13, 1983

8:30-9:00 a.m.	Coffee and rolls	A121ABEF
9:00-9:30 a.m.	Address - Dr. Fred Gaskin	A121ABEF
9:30-11:00 a.m.	Dr. William Moore, Ohio State University	
1:30-3:00 p.m.	Dr. William Moore	

Schedule for remaining meetings remains the same.

THURSDAY, JANUARY 13, 1983

Evening Program for Part-Time Faculty
A121ABEF

6:00-6:30 p.m. Coffee and dessert

6:30-8:00 p.m. Dr. William Moore, Ohio State University

8:00-9:00 p.m. Subdivision Meetings

Behavioral Science - B101
Business - B201
Communications & Humanities - L231
Health Sciences & Public Service - A103
Industrial & Computer Technology - A283
Alternative Learning - A101
Math & Science - B116

FRIDAY, JANUARY 14, 1983

8:30-9:00 a.m. Coffee and rolls A121ABEF

9:00-11:30 a.m. Seminar Offerings (select one)

1. Career Planning and Placement Center
"Using Computerized Career Information System Exercises as Supplemental Coursework in Subject Areas" - G212
Presenters: Jim Polo & Dave Taylor

2. Simulation Examinations: Reality Testing in Vocational/Technological Education - A101
Presenter: Raymond Lehner

3. New Assessment System for Entering MVCC Students - A103
Presenter: Dianne-Stormer-Johnson

4. Visit to Brookfield Zoo's new Tropical World House
Presenter: Lenette Staudinger
(Contact Lenette for travel arrangements.)
Leave campus from A121ABEF at 9:00 a.m.

5. R.S.V.P. - Field trip to College of DuPage
Presenter: Rod Seaney (Contact Rod for travel arrangements.)
Leave campus from A121ABEF at 9:00 a.m.

1:30-3:30 p.m. Budget and class preparation

Appendix D

Micro-Computer Courses 40/41.

MORAINE VALLEY COMMUNITY COLLEGE
Memo January 20, 1983

TO: Full-time Faculty

FROM: Margaret Lehner for the Center for Faculty & Program Excellence

RE: Computer Courses for Faculty

The Center for Faculty and Program Excellence will be presenting a series of courses designed to instruct faculty or the use of the new Apple II and III computers recently installed by the college in room A284C and in the 100 Building.

The initial sessions, except for the two sessions scheduled on January 25 and February 3 which are for computer experienced faculty who are acquainted with micro-computers but who need orientation to the hardware in our lab, will present a basic introduction to the computer to each faculty group.

After the faculty has been introduced to the computer, future courses scheduled for March through May will address more advanced topics such as "Programming in BASIC and Other Computer Language," "Graphics Construction and Use," "Computer Assisted Instruction," etc.

Please check the attached calendar to see when your particular course group is scheduled for instruction. Classes are limited to 15 persons on a first come, first serve basis. Therefore, if you are interested, please send me the attached registration form immediately.

All courses will be held in room A284C except the program for Health Science faculty which will be held in the 100 Building at the Apple III station.

In addition, you will notice open lab times scheduled for faculty. During these times faculty have priority use of the computers over students. However, this does not preclude students from using the computers during these times if faculty are not using the computers. If a faculty member, however, wishes to use a computer that is occupied by a student during these times, the student must forego his or her use of the computer at that time.

In addition, of course, there have been times set aside for student use where students have priority and the same rules and courtesies apply to student use as to faculty use where faculty must give way to students.

The overall goals of the computer center are: (1) to support courses which require computer use; (2) to support instruction in non data processing courses and to increase computer literacy.

Hopefully, the introduction of these courses through the Center for Faculty and Program Excellence will support these goals.

If you have any questions, please contact me through the Com/Hum Subdivision or on extension 417.

ML/jd

cc: Dr. Fred Gaskin
Dr. Byron Kee
Dr. Philip Theodorou
Dr. James Adduci
Jane Crawley
Dr. Al Hecht
Rod Seaney
Vicky Smith
Curtis Twenter
Ed Cawi
Bob Backstrom

Center for Faculty and Program Excellence

Application Form for Computer Courses

NAME: _____

SUBDIVISION: _____ EXT. _____

DATE & TIME OF COURSE REQUESTED: _____

JANUARY 1983

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	3:30-5:00 p.m. Computer Experienced Faculty 25	3:00-5:00 p.m. Open Lab 6:30-9:30 p.m. Open Lab 26	3:00-5:00 p.m. Open Lab 6:30-9:30 p.m. Open Lab 27	28	29
30	3:00-5:00 p.m. Open Lab 31					

FEBRUARY 1983

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	3:00-5:00 p.m. Open Lab 31 (January)	3:00-3:30 p.m. Open Lab 3:30-5:00 p.m. Math Faculty 1	3:00-5:00 p.m. Open Lab 6:30 -9:30 p.m. 2 Part-time fac.	3:00-3:30 p.m. Open Lab 3:30-5:00-Computer Experienced Faculty 6:30-9:30 p.m. 3 Part-time faculty 4		5
6	3:00-5:00 p.m. Open Lab 7	3:00-3:30 p.m. Open Lab 3:30-5:00 p.m. Business Faculty 8	3:00-5:00 p.m. Open Lab 6:30-9:30 p.m. Open Lab 9	3:00-3:30-Open Lab 3:30-5:00-Science Faculty 6:30-9:30 Open Lab 10	11	12
13	3:00-5:00 p.m. Open Lab 14	3:00-3:30 Open Lab 3:30-5:00 Hlth.Sci Faculty 100 bldg. 15	3:00-5:00 Open Lab 6:30-9:30 Open Lab 16	3:00-3:30 Open Lab 3:30-5:00 Com/Hum Faculty 6:30-9:30-Open Lab 17	18	19
20	3:00-5:00 Open Lab 21	3:00-3:30 Open Lab 3:30-5:00 Ind. Tech. Facul. 22	3:00-5:00 Open Lab 6:30-9:30 Open Lab 23	3:00-5:00 Open Lab 6:30-9:30 Open Lab 24	25	26
27	3:00-5:00 Open Lab 28					

MARCH 1983

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		3:00-3:30 Open Lab 3:30-5:00 Beh Sci/Pub Ser Faculty 1	3:00-5:00 Open Lab 6:30-9:30 Open Lab 2	3:00-3:30 Open Lab 3:30-5:00-Non teaching Faculty 6:30-9:30-Open Lab 3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MORAINE VALLEY COMMUNITY COLLEGE
Memo January 21, 1983

TO: Part-time Faculty/Clinical Site Instructors

FROM: Margaret Lehner for the Center for Faculty and Program Excellence

RE: Inservice Computer Courses

Moraine Valley Community College has recently purchased ten Apple II computers. In order to facilitate faculty use of the computers, the Center for Faculty and Program Excellence has set up a series of orientation seminars for both full and part-time faculty. In addition to seminars, the Center has arranged time for open labs to provide faculty with practice time.

If you will consult the attached calendar, you will see four seminars scheduled to introduce part-time faculty to the computers. The dates and times are Wednesday, February 2 and Thursday, February 3 at 6:30 p.m. to 8:00 p.m. and 8:00 p.m. to 9:30 p.m. on each evening. Choose one date and time. All seminars are held in A284C, the new computer lab.

Seminars are limited to 15 persons on a first come, first serve basis. An application form is attached and should be returned to me in care of the Com/Hum Subdivision, L200.

In addition, you will notice open lab times scheduled for faculty. During these times faculty have priority use of the computers over students. However, this does not preclude students from using the computers during these times if faculty are not using the computers. If a faculty member, however, wishes to use a computer that is occupied by a student during these times, the student must forego his or her use of the computer at that time.

In addition, of course, there have been times set aside for student use where students have priority and the same rules and courtesies apply to student use as to faculty use where faculty must give way to students.

If there is a positive response from the part-time faculty, future seminars will be presented on such possible topics as "Programming in BASIC and Other Languages," "Graphics Construction and Use," "Computerized Instruction," etc.

The overall goals of the computer center are: (1) to support courses which require computer use; (2) to support instruction in non data processing courses and (3) to increase computer literacy.

Hopefully, the introduction of these courses through the Center for Faculty and Program Excellence will support these goals.

If you have any questions, please contact me through the Com/Hum Subdivision or on extension 417.

ML/jd

JANUARY 1983

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	3:30-5:00 p.m. Computer Experienced Faculty 25	3:00-5:00 p.m. Open Lab 6:30-9:30 p.m. Open Lab 26	3:00-5:00 p.m. Open Lab 6:30-9:30 p.m. Open Lab 27	28	29
30	3:00-5:00 p.m. Open Lab 31					

FEBRUARY 1983

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	3:00-5:00 p.m. Open Lab 31 (January)	3:00-3:30 p.m. Open Lab 3:30-5:00 p.m. Math Faculty 1	3:00-5:00 p.m. Open Lab 6:30 -9:30 p.m. Part-time fac. 2	3:00-3:30 p.m. Open Lab 3:30-5:00-Computer Experienced Faculty 6:30-9:30 p.m 3 Part-time faculty	4	5
	3:00-5:00 p.m. Open Lab 7	3:00-3:30 p.m. Open Lab 3:30-5:00 p.m. Business Faculty 8	3:00-5:00 p.m. Open Lab 6:30-9:30 p.m. Open Lab 9	3:00-3:30-Open Lab 3:30-5:00-Science Faculty 6:30-9:30 Open Lab 10	11	12
3	3:00-5:00 p.m. Open Lab 14	3:00-3:30 Open Lab 3:30-5:00 Hlth.Sci Faculty 100 bldg. 15	3:00-5:00 Open Lab 6:30-9:30 Open Lab 16	3:00-3:30 Open Lab 3:30-5:00 Com/Hum Faculty 6:30-9:30-Open Lab 17	18	19
0	3:00-5:00 Open Lab 21	3:00-3:30 Open Lab 3:30-5:00 Ind. Tech. Facul. 22	3:00-5:00 Open Lab 6:30-9:30 Open Lab 23	3:00-5:00 Open Lab 6:30-9:30 Open Lab 24	25	26
7	3:00-5:00 Open Lab 28					

MARCH 1983

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		3:00-3:30 Open Lab 3:30-5:00 Beh Sci/Pub Ser Faculty 1	3:00-5:00 Open Lab 6:30-9:30 Open Lab 2	3:00-3:30 Open Lab 3:30-5:00-Non teaching Faculty 6:30-9:30-Open Lab 3	4	5
	7	8	9	10	11	12
3	14		16	17	18	19
)	21	22	23	24	25	26
7	28	29	30	31		

Center for Faculty and Program Excellence

Part-time Faculty Application Form

Computer Seminars

NAME: _____

SUBDIVISION: _____

OR

HOSPITAL AFFILIATION AND ADDRESS:

_____

_____

_____

DATE: _____

TIME: _____

Send application to: Margaret Lehner
Com/Hum - L200

MORAINE VALLEY COMMUNITY COLLEGE
Memo February 28, 1983

TO: Full-time Faculty

FROM: Margaret Lehner for the Center for Faculty & Program Excellence

RE: Microcomputer Courses in BASIC

The Center for Faculty and Program Excellence will offer a series of two, four-week seminars on learning BASIC on the Apple II microcomputer.

The first set of seminars will run on Tuesdays from 3:30 p.m. to 5:00 p.m. in A284C beginning on Tuesday, March 15 and continuing on March 22, 29 and April 12.

The second set, which will be a repetition of the first set, will begin on Tuesday, April 19 and will continue on Tuesdays, April 26, May 3 and 10 at 3:30 p.m. to 5:00 p.m. in A284C.

If you are interested in learning BASIC, please sign up for one of the series using the attached registration form.

The two seminar series are limited to 18 people each on a first come, first serve basis.

If you need further information, please contact me.

ML/jd

cc: Dr. Fred Gaskin
Dr. Byron Kee
Dr. Philip Theodorou
Subdivision Deans
Vicky Smith
Dr. Irene Brodie
Maria D'Aversa

Center for Faculty and Program Excellence

Microcomputer Seminar
Registration Form

I am interested in learning BASIC.

Name:

Subdivision:

Ext.:

Please check the series you wish to attend.

Series I ☐
(presented on 3/15, 3/22, 3/29, 4/12)

Series II ☐
(presented on 4/19, 4/26, 5/3, 5/10)

Please mail to: Margaret Lehner - L200

MORAINE VALLEY COMMUNITY COLLEGE
Memo March 9, 1983

TO: Full-time Faculty

FROM: Margaret Lehner for the Center for Faculty and Program Excellence

RE: Computer courses in BASIC

Faculty responses to the micro-computer courses in BASIC have been overwhelming. Needless to say, this result is very pleasing.

However, because of the response and the limited enrollment allotted to each section not all of you could be accepted into the seminar you requested.

Therefore, we have scheduled an additional series, Series III, to begin on Thursday, April 21 and to continue on Thursdays, April 28, May 5 and May 12 at 3:30 p.m. to 5:00 p.m. in A284C.

The registration form is attached. Priority will be given to those faculty who requested but who were excluded from Series I or II because of closed enrollment.

Once again enrollment is restricted to the first 18 applicants. Please sign up early to avoid disappointment.

ML/jd

cc: Dr. Fred Gaskin
Dr. Byron Kee
Dr. Philip Theodorou
Dr. James Adduci
Subdivision Deans
Vicky Smith
Dr. Irene Brodie
Maria D'Aversa

Application for Micro-Computer Course in BASIC

Name: _____

Subdivision: _____

Extension: _____

Series III ☐

(4/21, 4/28, 5/5, 5/12)

MORAINE VALLEY COMMUNITY COLLEGE
Memo February 28, 1983

TO: Part-time Faculty

FROM: Margaret Lehner for the Center for Faculty and Program Excellence

RE: Microcomputer Course in BASIC on Apple II

The Center for Faculty and Program Excellence is investigating the possibility of offering to part-time faculty three series of seminars on learning the computer language, BASIC. All three series are duplicates of one another.

The first set of seminars would be offered on Wednesdays from 8:00 p.m. to 9:30 p.m. on March 16, 23, 30 and April 13 in room A284C.

The second series would be offered on Thursdays from 6:00 p.m. to 7:30 p.m. on March 17, 24, 31 and April 14 in room A284C.

The third set would also be offered on Thursdays in A284C but from 7:30 p.m. to 9:00 p.m. on April 21, 28, May 5 and 12.

Before I definitely schedule these seminars, I need to know if there is sufficient interest. Therefore, if you are interested in attending one of these seminars, please indicate your interest on the attached form by Monday, March 7. Each series will be limited to 18 people on a first come, first serve basis.

After I have tabulated the results, I will inform you as to the status of the seminars. If the series do "go," I will automatically register you in the section in which you have expressed interest.

If you need further information, please contact me.

ML/jd

cc: Dr. Fred Gaskin
Dr. Byron Kee
Dr. Philip Theodorou
Subdivision Deans
Vicky Smith
Dr. Irene Brodie
Maria D'Aversa

Center for Faculty and Program Excellence

Part-time Faculty Intent of Interest Form

I am interested in learning BASIC.

Name: _____

Subdivision: _____
or
Hospital Affiliation and Address:

_____

_____

_____

Please check the series in which you would be interested. Check only one.

Series I ☐
(presented on:
3/16, 3/23, 3/30, 4/13)

Series II ☐
(presented on
3/17, 3/24, 3/31, 4/14)

Series III ☐
(presented on
4/21, 4/28, 5/5, 5/12)

MORAINE VALLEY COMMUNITY COLLEGE
Memo March 3, 1983

TO: Dick Fritz, Marge Piotrowski, Joe Sukta, Bernie Taheny

FROM: Margaret Lehner for the Center for Faculty and Program Excellence

RE: BASIC Course for Part-Time Faculty

The Series I part-timers' course on BASIC scheduled for Wednesdays, March 16, 23, 30 and April 13 from 8:00 p.m. to 9:30 p.m. is a definite "GO."

Please choose which one of you will be teaching this course, and please inform me of your decision.

I'll let you know more about Series II and III as the part-timers respond.

Thank you for your interest.

ML/jd

cc: Dr. Fred Gaskin
Dr. Byron Kee
Dr. Philip Theodorou
Dr. James Adduci
Subdivision Deans
Vicky Smith
Dr. Irene Brodie
Maria D'Aversa

Moraine Valley Community College

DIVISION OF INSTRUCTION
MEMORANDUM

DATE: March 9, 1983

TO: Dick Fritz, Marge Piotrowski, Joe Sukta, Bernie Taheny

FROM: Margaret Lehner for the Center for Faculty and Program Excellence

RE: Micro-computer courses in BASIC

Series II and Series III for part-time faculty are also a definite "GO."

Therefore, you need to arrange for instructors to cover these additional two series. Series II begins next week and is scheduled for Thursdays, March 17, 24, 31 and April 14 at 6:00 p.m. to 7:30 p.m. Series III is scheduled for Thursdays, April 21, 28, May 5 and 12 at 7:30 p.m. to 9:00 p.m.

Please let me know who will be covering these courses.

Thank you for your help and your excellent instruction.

ML/jd

cc: Dr. Fred Gaskin
Dr. Byron Kee
Dr. Philip Theodorou
Dr. James Adduci
Subdivision Deans
Vicky Smith
Dr. Irene Brodie
Maria D'Aversa

Appendix E

Ed.D. in Post Secondary Education

60/61.

MORAINE VALLEY COMMUNITY COLLEGE
Memo March 30, 1983

TO: Faculty and Administration

FROM: Margaret Lehner for the Center for Faculty & Program Excellence

RE: Ed.D. from Illinois State University: Summer, 1983 Course Offering

---

Illinois State University will be offering its first course toward the Ed.D. degree in Post-Secondary Education this summer. You need not be enrolled in the Ed.D. program to attend this course.

Dr. William Piland will teach the course, C & I 530, Curriculum and Instructional Patterns in Post-Secondary Education, which will be offered on Wednesdays beginning on June 15, 1983 and running through August 3, 1983 from 2:00 p.m. to 8:20 p.m. with an hour break for dinner.

For those of you who received information at the meeting on March 15, please note the change of day from Mondays to Wednesdays. The change was made to accommodate more faculty.

Attached is a registration form for your convenience. To avoid disappointment I would suggest that you enroll early since the demand for this class is high, and it will also be offered to individuals not connected with MVCC through ISU's general catalogue.

If I can be of further assistance, please let me know.

jd

cc: Dr. Fred Gaskin
Dr. Byron Kee
Dr. William Piland

ILLINOIS STATE UNIVERSITY
College of Education
Department of Curriculum & Instruction
GRADUATE COURSE OFFERED IN
PALOS HILLS
Summer, 1983

Course Information

Title:	C & I 530, Curriculum & Instructional Patterns in Post-Secondary Education
Credits:	Three (3) Graduate Credits--$102.00
Time and Day Offered:	2:00 p.m. - 8:20 p.m., Wednesdays, 6/15/83-8/3/83
Place:	Moraine Valley Community College (MVCC), room A119
Instructor:	Dr. William E. Piland Department of Curriculum and Instruction DeGarmo Hall Illinois State University Normal, Illinois 61761 309/438-3257

Course Description

Readings on major curricular and instructional patterns in community colleges, universities, continuing education and personnel training programs. Emphasis on individualized study and reports. Contact Dr. Piland for further information regarding course content.

Registration Information

1. Preregister by phone on 4/25, 4/26 (9:00 a.m. - 6:00 p.m.) 5/2, 5/9, 5/16, 5/23 (9:00 a.m. - 3:00 p.m.) at 309/438-3686

2. Register first day of class

3. Or clip the attached coupon and mail to:

   College of Continuing Education and Public Service
   Illinois State University
   Normal, Illinois 61761

   Call: (309) 438-8691

Please reserve a place for me in:

Dept. & No. _____ Course Title _____

at _____
Center

_____
First Middle Last Name

_____
Address

_____
City State Zip

_____
Business Phone Home Phone

MORAINE VALLEY COMMUNITY COLLEGE
Memo April 29, 1983

TO: Faculty and Administrators

FROM: Margaret Lehner for the Center for Faculty & Program Excellence

RE: Ed.D. from Illinois State University: Fall, 1983 Course Offering

---

Illinois State University will be offering its second course toward the Ed.D. degree in Post-Secondary Education this fall. You need not be enrolled in the Ed.D. program to take this course.

Attached is an information sheet describing the course offering. The cost of the course is $102.00

In order to facilitate your registration, I have contacted Dr. Bill Piland at Illinois State University. If you send the attached registration form with a check, made payable to Illinois State University to him, he will personally register you in the course.

If you need further information, please contact me.

jd

cc: Dr. Fred Gaskin
Dr. Byron Kee

Please reserve a place for me in:

_____ _____
Dept. & No. Course Title

at _____

_____
First Middle Last Name

_____
Address

_____
City State Zip

_____ _____
Business Phone Home Phone

Send form with check of $102.00 directly to:

Dr. William E. Piland
Department of Curriculum and Instruction
Illinois State University
DeGarmo Hall
Normal, Illinois 61761

Illinois State University
Department of Curriculum and Instruction

FALL 1983

ILLINOIS STATE UNIVERSITY
POST-SECONDARY EDUCATION
GRADUATE COURSE
OFFERED AT
MORAINE VALLEY COMMUNITY COLLEGE
10900 S. 88th Ave.
Palos Hills, Illinois

Course Information

Title:	C&I 531 Theory and Design of Curriculum in Post Secondary Education
Credits:	3-Graduate
Time & Days offered:	Thursdays 3:30 - 6:20 p.m. August 25 - December 15, 1983
Location:	Moraine Valley Community College Building A Palos Hills, Illinois
Course Description:	Major curriculum theories are used for comparative analysis of curricular movements and as the basis for the design of curricular programs in post-seconadary education.
Instructor:	Dr. William E. Piland

Student Information

This course is designed for post-secondary faculty and administrators interested in exploring major designs for curriculum in academic, vocational and continuing education. Emphasis is on identifying philosophical assumptions and conceptual framework of curriculum design and re-design as they are applied to the program and course level.

(OVER)

Normal-Bloomington, Illinois
Phone: 309/438-5425

DeGarmo 232
Normal, Illinois 61761

Equal Opportunity/Affirmative Action University

Registration Information

Advanced Registration: 1. I.S.U. Campus, Julian Hall 205, April 4-21, 9:00 - 3:30 p.m.

2. I.S.U. Campus, Bone Student Center, August 18-20.

First Day of Class at Moraine Valley Community College

Further Information

Contact: Dr. William E. Piland
Illinois State University
309/438-3257

Illinois State University is an Equal Opportunity/Affirmative Action institution in accordance with Civil Rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, or other factors prohibited by law in any of its educational programs, activities, admissions or employment policies. Concerns regarding this policy should be referred to the Affirmative Action Office, Illinois State University, Normal, Illinois 61761, phone 309/438-2111. The Title IX Coordinator and the 504 Coordinator may be reached at the same address.

Appendix F

Doctor of Arts in English

67/68.

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465
312/974-4300

March 21, 1983

Dear Colleague:

I understand that you are interested in the possibility of a Doctor of Arts degree in English being offered in this area by Illinois State University.

In order to provide you with further information I have arranged for Dr. William Woodson, Director of Graduate Studies at Illinois State University, Dr. Charles Harris, Chairperson of the Department of English, and Dr. Ronald Fortune, Assistant Professor of English, to visit Moraine Valley Community College to explain the D.A. in English program and the registration procedures to interested persons.

They will meet with us on Thursday, April 21 at 3:30 p.m. in room A121A on Moraine's campus located at 10900 S. 88 Avenue, Palos Hills, Illinois.

Therefore, if you are interested in pursuing the D.A. or are interested in taking some graduate courses, please attend this meeting.

In addition, as part of this graduate program Illinois State University will be offering a graduate course on Moraine's campus in the Fall of 1983. The course will be English 590, Seminar in Composition, and will be offered on Tuesdays from 3:30 p.m. to 6:30 p.m. in room L231. Dr. Ronald Fortune will be the course's instructor.

If you need further information, please feel free to contact me. I am looking forward to seeing you at this meeting.

Sincerely yours,

Margaret M. Lehner

Dr. Margaret M. Lehner
Director of the Center for
Faculty & Program Excellence
Professor of Communications & Literature

cc: Dr. Fred Gaskin, President
Dr. Byron Kee, Vice President for Academic Affairs
Dr. James Adduci, Assistant Vice President for Academic Affairs

Board of Trustees
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Lee Allen Harris, Secretary
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Blas Olivares
Maureen Pecar
James Smith
Marybeth Michener Student Trustee
Dr. Fred Gaskin, President

Appendix G

Domestic Faculty Exchange

69/70.

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465
312/974-4300

March 7, 1983

FACULTY EXCHANGE COMMITTEE

The following instructors from MVCC are interested in teaching at the designated colleges for Fall, 1983. If you believe an exchange could be arranged, you can contact me at 974-4300, extension 350.

a) Judy Gordon
Art
preference: 1) Harper

b) Dr. Joanna Kirvaitis
Chemistry
preference: 1) close to MVCC

c) David Taylor
Counselor
preference: 1) DuPage
2) Morton
3) Triton

d) Anne E. Lesak
Anatomy & Physiology and Med./Surg. Nursing
preference: 1) Oakton
2) Morton
3) DuPage

e) Michael G. Kolessar
Data Processing
preference: 1) DuPage
2) Triton
3) Morton

f) Joyce Porter
Theatre, Speech, or Humanities
preference: 1) Triton
2) Morton
Joyce is available for exchange in Spring, 1983.

Dr. James F. Adduci
Asst. Vice President
Academic Affairs

dg

cc: Dr. Margaret Lehner

Board of Trustees
Burton S. Odelson, Chairman
Maureen Pecor, Vice Chairman
James E. Smith, Secretary
Daniel Donahue
Patricia J. Fleming
Lee Allen Harris
Blas Olivares
Marybeth Michener, Student Trustee
Dr. Fred Gaskin, President

Moraine Valley
Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465
312/974-4300

April 21, 1983

Dr. Dick Wood
College of DuPage
22nd and Lambert Road
Glen Ellyn, IL 60132

Dear Dick:

Dr. Larry Keogh, a Sociology instructor at MVCC, is interested in the exchange program, and particularly in going to COD.

If you think it is possible to make an exchange of instructors, please contact me.

Yours truly,

James F. Adduci
Assistant Vice President
of Academic Affairs

lm

cc: Dr. Margaret Lehner
Dr. Larry Keogh

Board of Trustees

BEST COPY AVAILABLE

Appendix H

Professional Growth Units

72/73.

MORAINE VALLEY COMMUNITY COLLEGE

Professional Growth Unit --- Approval Request Form

Name: _____ SS#: _____-____-_____

Subdivision: _____ Date: _____/_____/19____

Activity Description: _____

_____

_____

_____

Location: _____

Sponsor (if applicable): _____

Activity Dates - Begin: ____/____/____ Conclude: ____/____/____

Objectives & Benefits: 1.) _____

_____

2.) _____

_____

3.) _____

_____

Evaluation Criteria: 1.) _____

_____

2.) _____

_____

3.) _____

_____

When completed, I expect to receive ___.____ Professional Growth Units (PGU's) credit for the activity described above.

Signed: _____

==========

Committee Recommendation: _____ Date: ____/____/____

Approval (MVCC/VPI): _____ Date: ____/____/____

(See other side for definitions and explanatory notes.)

Professional Growth Units (PGU's) represent the College's acknowledgement of improved instructional potential on the part of a staff member as a result of engaging in activities related to his or her professional duties.

DEFINITION: A Professional Growth Unit (PGU) at Moraine Valley Community College shall be defined as sixteen (16) hours of direct involvement in personal professional development activities (ie., 1 PGU = 16 contact hours approximately).

PGU credit may be earned by:

1.) participating in voluntary on-campus staff development activities (workshops, seminars, etc.). The Faculty Development committee is responsible for approving the PGU credit offered for any particular activity. Any staff member who completes the activity will be awarded the associated PGU credit.

2.) attending professional or course content related meetings and conferences, participating in professional or course content related presentations, furthering education through seminars, developing special curricula or instructional aids beyond the scope of your normal college duties, authoring publications related to your educational area of expertise, working without compensation in your field, travel and observation. (A limit of 3 PGU's per activity applies.)

3.) completing a summer work experience to upgrade skills in a field directly related to your instructional assignment (ie., Electronics Technician, Refrigeration Service, Legal Assistant, Broker, etc.). For such activities, one (1) PGU can be awarded for each 100 hours of work experience to a maximum of three (3) PGU credits per summer. Unless unusual circumstances warrant such approval, PGU credit for summer employment would only be approved every other summer.

To be eligible for credit to be applied to lane movement, this form must be completed and submitted for PRIOR approval to the Faculty Development Committee at least thirty (30) days BEFORE the activity is to begin. The applicant should complete the top part of the form indicating in detail the particular activity. The objectives and benefits should specify reasons for engaging in the activity and indicate how it relates to your college duties; they should identify ways in which the activity will improve your performance as a professional and thereby improve the quality of your services to Moraine Valley Community College and its students. The evaluation criteria should define methods by which you and the approving committee can determine if your stated objectives have been met.

Denote the amount of credit you feel the activity merits in the space provided. Note that a fractional portion of a PGU may be specified as in 0.35 PGU's. The approver has the right to alter this value; but, once approved and placed in your folder, the amount of credit is fixed unless the activity as defined herein is NOT completed. Incomplete activities will generally receive NO credit. A copy of this form will be returned to you showing approval, disapproval or any alteration fifteen (15) days prior to indicated activity commencement date.

Appendix I

Information Sheet

Off-Campus Workshops

On-Campus Workshops

Mini-Grants

Evaluation Form

STAFF DEVELOPMENT OPPORTUNITIES

MINI-GRANTS
OFF-CAMPUS WORKSHOPS, SEMINARS & CONFERENCES
ON-CAMPUS WORKSHOPS AND SEMINARS

The Center for Faculty and Program Excellence, composed of one representative from each subdivision and from non-teaching faculty, administers the faculty development program and recommends the awarding of funds for professional development and for the improvement of teaching or performance on non-teaching assignments. These funds are distributed in three categories: mini-grants, on-campus workshops, and off-campus workshops.

In addition to administering these funds, the committee is responsible for informing faculty members of opportunities for development and for planning inservice activities.

1. Mini-Grants

Grants are awarded to encourage faculty members to try new techniques or methodologies in performing their present assignments. Faculty members may receive a maximum grant of $1,000 except in special circumstances.

Criteria for award: The proposed project must be related to activities "above and beyond" those normally considered a part of one's regular responsibilities. It must be beneficial to students, faculty or instructional processes at Moraine Valley Community College, and it must include a method of providing evidence of project completion and of evaluating the project's strengths and weaknesses. The faculty member(s) involved must be willing to share the results with interested faculty members through a seminar, workshop, and/or written report.

It is often necessary to process purchase requisitions and check requests in connection with mini-grants. Completed purchase requisitions and check requests should be submitted to the Center's Director for approval and processing.

2. Off-Campus Workshops, Seminars and Conferences

Off-campus workshop stipends are awarded to subsidize faculty members for expenses related to workshops, seminars, and conferences which contribute to their professional growth as a member of Moraine Valley Community College's staff.

Criteria for award: The CFPE cannot fund workshops which are part of annual conventions of professional organizations when subdivision funds are available for this purpose. It also cannot fund activities which can be supported through other college budget allocations.

In applying for an Off-Campus Workshop stipend, applicants must complete the appropriate form available from the Office for the Center for Faculty and Program Excellence to explain their reasons for attending and to demonstrate that they could not obtain the funds needed via subdivision or other college budgets. A Travel Form I, available from subdivision offices or the Office for the Center for Faculty and Program Excellence, must be attached to the Off-Campus Workshop application form. The Center may fund a maximum amount not to exceed $200 except in circumstances viewed as both unusual and appropriate by the Board of Directors of the CFPE and only if there are remaining funds. Upon completion of the trip, the stipend recipient should complete a Travel Form II, attach all travel receipts, and submit them to the Center's Director for approval and processing.

After attending a workshop, the faculty member must also submit an evaluation report. Upon receipt of an appropriate report, the Director will release the remaining funds.

3. On-Campus Workshops and Seminars

Honoraria or fees are paid to specialists who come to Moraine to lead faculty workshops or seminars. A faculty member wishing to invite such a specialist must submit to the Center the appropriate form which identifies the workshop topic, the group of faculty to which the presentation would apply, and the necessary funds. The committee is particularly interested in the breadth of applicability to Moraine faculty.

Stipends to Moraine faculty are awarded for the development of seminars or workshops. The committee strongly encourages faculty members to initiate such seminars.

Criterion for award: Preparation time for planning the workshop or seminar and for the development of original materials will determine the amount of stipend. An evaluation plan must be submitted before the proposed workshop/seminar can receive approval.

AWARD PROCEDURES

1. If you have questions about a mini-grant or workshop or need application materials, contact the Office for Faculty and Program Excellence or your committee representative.
2. Review the criteria and complete the appropriate form(s).
3. Send the form(s) to the Director of the CFPE at least one week prior to the Center's meetings, which are on the first and third Tuesdays of each month.
4. When the Board of Directors has reviewed the forms, the Director will forward recommendations to the Vice President for Academic Affairs for approval after which the Director will inform you as to the status of your request.
5. If expenses for travel, supplies, speakers, etc., have been approved for your project/workshop/seminar, keep receipts and bills. Submit them with the appropriate purchase requisition form, check request form, and/or travel forms to the Director immediately after the mini-grant or workshop for approval and processing.

THE CENTER FOR FACULTY AND PROGRAM EXCELLENCE

OFF-CAMPUS WORKSHOP, SEMINAR AND CONFERENCE

FEE APPLICATION FORM

NAME _____ SUBDIVISION _____

OFFICE _____ EXTENSION _____

I. Proposal (include name of workshop, seminar or conference and its location)

II. Expected benefits derived from attendance at workshop, conference, etc.

III. Credit or other forms of recognition given for attendance:

IV. Financial needs:

*Attach Travel Form I to this application.

V. From what other source(s) have you tried to get fees?

VI. If the Dean is willing to partially fund this request, what amount will be funded? $_____

_____
Dean's Signature

VII. A Staff Development evaluation form must be submitted to the committee within two weeks after the date of the seminar or workshop. (Forms are available from committee members.)

THE CENTER FOR FACULTY AND PROGRAM EXCELLENCE

ON-CAMPUS WORKSHOP/SEMINAR

PROPOSAL

NAME _____ SUBDIVISION _____

OFFICE _____ EXTENSION _____

I. Name of Workshop or Seminar:

II. Proposed date(s):

III. Intended Audience:

IV. Objectives of Workshop or Seminar:

V. List provisions for professional recognition (PEU's, college credit, etc.):

VI. Who will conduct this workshop? (consultant or yourself?)

VII. Necessary Funding (include development time if needed and cost of materials):

VIII. Number of people the speaker can accommodate:

IX. Physical setting required:

X. A Staff Development evaluation form must be submitted to the committee within two weeks after the date of the seminar or workshop. (Forms are available from the Director of the Center or from committee members.)

THE CENTER FOR FACULTY AND PROGRAM EXCELLENCE

MINI-GRANT PROPOSAL

I. Name:

Subdivision:

Office:

Extension:

II. Project:

III. Total funds requested:

IV. Date project is to begin:

V. Completion date:

This summary page should be the cover page accompanying each proposal.

Date Received: _____

MINI-GRANT

APPLICATION FORM

I. Project

A. What is the proposed project?

B. What are the goals or objectives that are to be attained via this project?

C. What part of your present assignment will this project relate to? (Course, unit, segment of course, etc.)

D. How much time will be necessary to complete this project? (Include sequence of events and timetable.)

II. Financial Support

A. Have you tried to get funds for this project from any other source? If so, what source and with what results?

B. Could this project be accomplished with partial funding if the full amount is not available? (on a smaller scale perhaps.)

C. What funds are needed to complete the project? (Identify needed equipment, facilities, services, personnel, etc., and the cost of each.)

III. Benefits

A. How will this project benefit the learning process at MVCC?

B. How many students or staff will benefit?

C. Will the project, upon completion, be available to other staff members?

D. Will this new method or technique, if it is successful, become a regular part of your professional activities or is it a one time endeavor?

E. If your proposed project is successful, will the budget allow for the use of the new method or technique?

IV. Evaluation

A. How will the project be evaluated?

B. How will you measure the benefits described above?

C. How will you recognize when the objectives have been met?

Evaluation - continued

D. What evidence is acceptable to you that the objectives have been met?

E. When will the evaluation be accomplished, and who will conduct it?

F. How will you communicate the results of your project to interested staff?

V. Evidence of Completion

Any materials produced must be appended to evaluation form.

THE CENTER FOR FACULTY AND PROGRAM EXCELLENCE

STAFF DEVELOPMENT EVALUATION FORM

This form is to be filled out after the activity is completed and then returned to the Director of the Center for Faculty and Program Excellence.

Name:

Subdivision:

Office:

Extension:

I. Were the objectives of the activity achieved?

Yes _____ Partially _____ No _____

II. Was the related goal achieved?

Yes _____ Partially _____ No _____

III. Please write a narrative summary evaluation of the activity which includes the information requested below.

1. General description of and reaction to the activity.

2. Possible campus, course and/or professional applications of the information gained from the activity.

3. As a result of this activity, what relevant information would you like to share with your colleagues and how could this be facilitated?

Appendix J

Evaluation Form for

The Center for Faculty and Program Excellence

MORAINE VALLEY COMMUNITY COLLEGE
Memo May 10, 1983

TO: Full-Time and Part-Time Faculty

FROM: Margaret Lehner for the Center for Faculty & Program Excellence

RE: Center Evaluation

I know that this is a very busy time of the year for all of us, but I would appreciate your taking five minutes to respond to the following evaluation questionnaire on the performance of the Center for Faculty and Program Excellence.

I have enjoyed working with the faculty this year on Faculty Development. In addition, I would like to publicly recognize and thank your Center for Faculty and Program Excellence Board of Directors:

Ernie Basile
Sharon Fritz
John Gubbay
Nancy Hessler
Raymond Lehner
Bob Lewis
Pat McKeague
Rod Seaney
Lenette Staudinger
Mary Rita Sullivan
Bernie Taheny

I would appreciate your returning the questionnaire to me in care of the COM/HUM Subdivision, L200 by Monday, May 16, 1983.

Thank you for your help. Have a wonderful summer.

ML/jd

Enc.

cc: Dr. Fred Gaskin
Dr. Byron Kee

Center for Faculty and Program Excellence
Evaluation Form 1983

Please check or circle where appropriate your response to the following statements. If the statement does not apply to your situation, please mark NA (not applicable). Thank you.

I Personal Data

☐ Full-time faculty ☐ Part-time faculty

II Inservice Programs

Please rate the following programs according to the following scale:
1 - worthwhile 2 - not worthwhile NA - not applicable

1)	Fall Inservice with John Roueche August 26, 1982	1	2	NA
2)	Harry Mark Petrakis Presentation October 7, 1982	1	2	NA
3)	Fall Inservice with John Roueche November 3 and 4, 1982	1	2	NA
4)	Spring Inservice with William Moore January 13, 1983	1	2	NA
5)	Spring Inservice Seminars January 13 and 14, 1983			
	a) Computer Technology Presentation	1	2	NA
	b) Career Planning and Placement Center	1	2	NA
	c) Simulation Examinations	1	2	NA
	d) New Assessment System	1	2	NA
	e) Visit to Brookfield Zoo's Tropical World House	1	2	NA
	f) R.S.V.P. Field Trip to College of DuPage	1	2	NA
6)	Micro-Computer Courses			
	a) Introductory Seminars	1	2	NA
	b) BASIC Seminars	1	2	NA

III Educational Opportunities

1)	Offering Ed.D. in Post-Secondary Education from I.S.U. on Moraine's campus	1	2	NA
2)	Offering D.A. in English from I.S.U. on Moraine's campus	1	2	NA
3)	Domestic Faculty Exchange Program	1	2	NA

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IV Innovative Abstracts	1	2	NA
V Professional Growth Units for Lane Movement	1	2	NA
VI Grants			
1) Off-Campus Workshops	1	2	NA
2) Mini-Grants	1	2	NA

VII Communications

Communications from the Director of the Center have been:

1) very effective
2) effective
3) somewhat effective
4) not effective

VIII Overall Attitude

I would rate the performance of the Center for Faculty and Program Excellence:

1) excellent
2) good
3) poor
4) very poor

IX Comments

X Suggestions

Thank you for your reactions.

cc: Dr. Fred Gaskin
Dr. Byron Kee

CLEARINGHOUSE FOR
JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

JUN 29 1984

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Los Angeles, California 90024